

# DANIEL'S FIRST DAY: REDUCING PREJUDICE

## GRADE LEVEL

3-5

## ESTIMATED TIME

65m



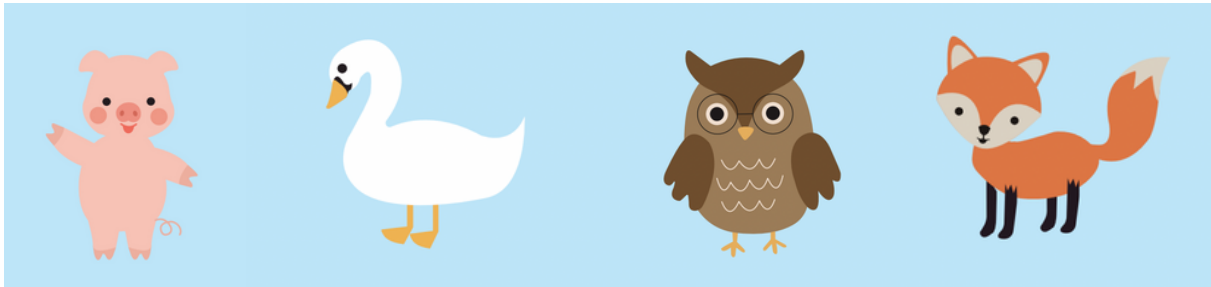
## OVERVIEW

Students will learn the terms bias, prejudice, stereotype, and discrimination. They will then watch an animated video, Daniel's First Day, and use critical thinking to understand how these terms apply to the story. The students will work together to identify where and how these concepts are exemplified in the video and then engage in a class discussion. Lastly, the students will learn ways to reduce prejudice and reflect on what they have learned.

## RESOURCES AND PREPARATION

### Materials

- Daniel's First Day Animated Video
- Worksheet (attached at end of lesson plan) printed out for each student
  - On the corner of each worksheet draw either a square, circle, triangle, or star, to prepare for the Jigsaw group work. Depending on how many students are in the class, draw each shape in different colors (example: a red, blue, green, and purple version of each shape) to split them into their second group with at least one person from each shape group in the color group.



## OBJECTIVES

- Students will learn the terms bias, prejudice, stereotype, and discrimination, as well as understand the relationship between the terms and how they differ.
- Students will watch the video Daniel's First Day and use critical thinking to identify and analyze where and how the concepts are exemplified in the video.
- Students will be able to collaborate effectively with each other and discuss how the terms apply to the video.
- Students will be able to use these concepts accurately in a discussion.
- Students will learn ways to reduce prejudice.
- Students will be able to reflect on the application of the terms bias, prejudice, stereotype, and discrimination.

# LESSON PROCEDURE

## Part 1: Defining Terms (~10 minutes)

**Write out the following terms on the board at the front of the class. Keep these definitions on the board for the entire lesson to reference.**

1. **Bias:** a tendency to believe that some people, ideas, etc. are better than others that usually results in treating some people unfairly
2. **Prejudice:** a **feeling** of like or dislike for someone or something especially when it is not reasonable or logical
3. **Stereotype:** an often unfair and untrue **belief** that many people have about all people or things with a particular characteristic
4. **Discrimination: (behavior/action)** the unfair treatment of people because they belong to a particular group

Definitions from Encyclopedia Britannica

**Go through each term and explain what each word means, answering any questions that the students may have. Then, explain the relationships between the terms.**

- Prejudice (feelings) is a result of stereotypes (beliefs) and can cause discrimination (behavior) (Bias can cause stereotypes, which can cause prejudice which can cause discrimination).
- For example, if there are two sides:
  - Bias favors one side
  - prejudice is an unfair attitude or opinion about the other side
  - stereotypes are beliefs about the characteristics of that side
  - discrimination is behavior against that side
- We unconsciously create ingroups (us) and outgroups (them) and favor our ingroup (us vs. them). Often stereotypes about other groups can cause us to have a bias against them, causing prejudice and discrimination towards others. We hear these stereotypes from others or online and often they are not true and can cause harm.

**Tell students that you will now show a video about a duck's first day at school. In the video, the other students have heard things about ducks but have never actually met a duck before.**

## LESSON PROCEDURE

### Part 2: Watch the Video: Daniel's First Day (~10 minutes)

1. Play the video Daniel's First Day in front of the class.
2. After watching the video with the class, pass out the worksheet to each of the students and have them take notes about where they saw prejudice, stereotypes, bias and discrimination in the video.
3. Play the video a second time now that they know what to look for and give them a few minutes to write on the worksheet by themselves to prepare them for group work.

---

### Part 3: Group Work: Jigsaw (~15 minutes)

1. Tell the class that they will separate into 4 groups based on the shape that is on their paper.
  - (Example: all of the squares go together, circles together, etc.)
2. Once students are in their groups, each group will be assigned one box on the worksheet and work together to come up with an answer.
  - (Example: Squares work on prejudice, circles work on bias, etc.)
  - They will have 5 minutes to come up with an answer as a group and each write it on their worksheet.
3. Tell the students that they will now change groups based on the color of their shape.
  - (Example: all blues together, all greens, etc. There should be at least one student from each shape group in the color groups.)
4. Once they get into their color groups, each student will have a turn explaining the answer that their shape group discussed, and the others will take notes on their worksheet when people from the other groups are talking.
  - They will discuss each answer as a group so that everyone understands, and by the end of the group discussion, each student's worksheet should be complete.

#### Discussion:

5. When students are finished, the teacher will call attention back to the whole class, and with the students still in their groups, ask for volunteers to share their answers for each box.
  - Discuss the answers and explain the correct answer from the answer key. After this, the students may return to their seats.

# LESSON PROCEDURE

## Part 4: Character Roles and how Misinformation Spreads (~15 minutes)

**1. Draw four columns on the board, each titled Bear, Fox, Suzie the Swan and Daniel the Duck.**

**2. Ask the students what each animal's role was.**

- (Hint: what did each animal do to contribute to the bias against ducks? Did anyone ignore the stereotype and find out the truth? Was anyone harmed by the prejudice against ducks?)

**3. Students can raise their hands and provide answers until they have identified everything.**

[Alternatively, students can go up to the board and write out answers and then discuss as a class]

### **Answers:**

- **Bear**- Saw a stereotype about ducks in a video online and believed it without checking his sources. This caused prejudice against ducks, with a bias favoring the other animals. Then, this animal spread the misinformation to the other classmates, excluded Daniel, and did not go near him.
- **Suzie the Swan**- Talked to Daniel even though the other students said not to. Learned the stereotype was not true, told the other animals, and apologized.
- **Fox**- Saw the stereotype on an unreliable website that had a bias against ducks, believed it, and excluded Daniel.
- **Daniel the Duck**- Discriminated against (was left out) because of a stereotype.

**4. Next, ask the students where the misinformation started and how it spread**

- (Bear saw it on a biased video online, Fox looked it up on an unreliable, biased website, and they told the other students. The other students believed the stereotype/misinformation).

**5. Explain how stereotypes can often spread that way**

- Sometimes we see stereotypes online or hear them from others. Often, stereotypes are not true and can hurt others. In this case, the stereotype of “ducks are dumb” caused prejudice and bias against Daniel, which caused discrimination (excluding and avoiding Daniel) and harm (hurting Daniel's feelings).

## LESSON PROCEDURE

### 6. Discussion:

- Sometimes it is easy to believe what you hear, see or read online but you have to be careful and make sure the information is true, especially so that you do not spread false information and hurt others. Sometimes this can happen unintentionally without realizing it: Bear and Fox did not have the intention of hurting Daniel, they thought that the stereotype of “ducks are dumb” was true, but they should have checked their sources and talked to Daniel before making a judgment based on something that they read online.
  - We are all different and have different identities. It is normal to recognize the differences between us, but judging these differences and thinking negatively about them can cause biases and harm like excluding others and bullying, just as it did with Daniel. They had never met a duck before, so their prejudice was based on what they saw online and heard from others.
- 

### **Part 5: The Role of Suzie the Swan and Reducing Prejudice (~10 minutes)**

#### **What did Suzie the Swan do?**

**1. Ask the students to turn to a partner and discuss what Suzie the Swan did to stop the spread of the stereotype.**

**2. Ask for a volunteer to share their answer.**

- She talked to Daniel despite the others telling her not to, got to know him, and found out that the stereotype was not true. She had an open mind and apologized for excluding him. Suzie stopped the spread of the misinformation by telling the others that what they were saying was not true and that it hurt Daniel’s feelings.

#### **Reducing Prejudice:**

There are ways to reduce prejudice and even if you believe a stereotype without realizing it, you can change your thoughts once you understand that it was an unfair assumption.

- Always get to know the person before you make judgments about them
- If you hear stereotypes or assumptions being said about an entire group, check reliable sources to see if it is misinformation. One characteristic does not usually apply to an entire group of people.
- Have an open mind

- Be willing to admit when you are wrong
  - (Example: all of the animals in the video apologized to Daniel once they realized they were wrong. They did not realize that they were hurting his feelings but recognized that their actions were hurtful so they changed their behavior and included Daniel, later becoming friends.)
- Do not believe everything that you hear others say, especially online- always ask where they found the information and how they know it is true, and check for yourself!

## **STUDENT ASSESSMENT/REFLECTIONS**

### **Exit ticket (or discussion): (~5 minutes)**

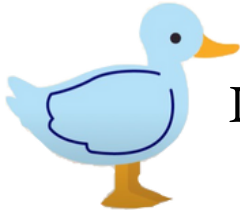
**Hand out a piece of paper to each student and write out reflection questions of your choosing on the board. Have the students write for 3 minutes (ungraded) and use the information to gauge their understanding and address any further questions.**

[Alternatively, continue the group discussion with the questions below instead of doing an exit ticket.]

#### **Suggested Reflection Questions:**

- If you hear someone say something that you think is a stereotype, what would you do?
- How did the other animals' prejudice against ducks hurt Daniel?
- In the video, how did the stereotype spread and how was it stopped?
- What is one way to reduce prejudice?
- How can something that we learned today apply to your own life?
- What is one question you have about what we learned today?

Name \_\_\_\_\_



In each box, write how each concept occurs  
in the video *Daniel's First Day*

Bias

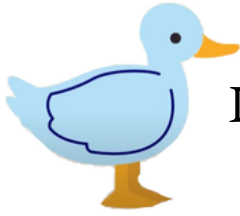
Prejudice  
*(feeling)*

Stereotype  
*(belief)*

Discrimination  
*(behavior)*



Name Answer Key



In each box, write how each concept occurs  
in the video *Daniel's First Day*

## Bias

The students (Bear, Fox, Pig, Swan) think that all other animals are better and smarter than ducks.

## Prejudice (feeling)

The other students do not like Daniel because he is a duck.

## Stereotype (belief)

"Ducks are dumb"  
The animals believe that all ducks are dumb and if they are near ducks it will rub off on them and they will become dumb too.

## Discrimination (behavior)

The students avoid and exclude Daniel on purpose.  
They do not work with him on math or hang out with him during gym.  
This hurts Daniel's feelings and causes him to cry because he is left out.